DOCUMENT RESUME

ED 206 338 JC 810 428

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TITLE Developmental Studies Program Review, 1974-1981.
INSTITUTION Community Coll. of the Finger Lakes, Canandaigua, N.Y.
PUB DATE 81
NOTE 33p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; Basic Skills; College Credits; Communication Skills; Community Colleges; Departments; *Developmental Studies Programs; Educational Counseling; Eligibility; High School Equivalency Programs; Interdisciplinary Approach; Objectives; Program Descriptions; Program Development; Program Evaluation; Remedial Reading; Study Skills; Two Year Colleges

ABSTRACT

The Developmental Studies Program described in this report has provided the Community College of the Finger Lakes since 1974 with a variety of services for academically deficient students. After noting that the establishment of the Department of Developmental Studies in Fall 1980 was a culmination of this long history of commitment to support services, the paper looks at the department's goals within the framework of the college's mission and lists specific goals and evidence of their accomplishment. The objectives and results of a 1974 developmental studies pilot project are then summarized. Next, the program's six current components are discussed: (1) the Personalized Approach to College Education (PACE) program, with a team-taught, interdisciplinary, developmental approach; (2) reading and study skills courses; (3) a communications skills course; (4) a High School Equivalency Program; (5) the College Learning Advancement Center to assist students in any course; and (6) other general educational development courses. The next sections review the evaluations of these program components, looking at attrition and success rates, grade point averages, dropout performance, program participation, and, in the case of the Learning Center, student evaluations. Each program component is also examined in terms of awarding of credit, grading trends, and criteria for enrollment. The final sections focus on academic advisement, departmental structure, and planned activities. (AYC)

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DEVELOPMENTAL STUDIES PROGRAM REVIEW
1974 - 1981

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JC 810 428

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General Statement of Program and Departmental Goals as Related to the College Statement of Philosophy and Goals

The Department of Developmental Studies was created as the ninth academic department in the Fall of 1980. However, the college has had a long history of support services for students who needed help. Almost since the first entering full-time class in 1968, the college has had a commitment to providing educational assistance, for among the first faculty members hired was a reading and study skills instructor. Since that time the college has supported reading and study skills courses (1969) (1970); courses in Achievement Motivation (1969), Value Clarity (1970), and Personal Growth and Development (1971), a developmental studies program (P.A.C.E. 1974); a college wide learning laboratory (1977); a Career Planning course (1978); a high school equivalency preparation program (1978); and a Communications Skills course (1979).

All of these separate elements and others were combined under the new departmental structure to provide coherance and identity for all developmental efforts at the college. The new department's charge was to carry out that part of the college's mission statement that states, "The College interprets learning as a dynamic and life-long process, as complex as the differences of those pursuing it. Therefore, it strives to provide cognitive and philosophical, as well as practical and experimental learning opportunities in order to promote a better understanding of selves and society. It is believed that this total approach to education is a necessary prerequisite to the attainment of the better personal and societal quality of life." (1981 Catalog, p.8) The comprehensiveness of the college's mission, as well as the concern for the growth and development of the individual

student are both reflected in the Developmental Studies Department's offerings and practices.

The departmental philosophy demands that the central focus of our efforts is on the individual student and that student's total range of needs. We view the student from a developmental point of view rather than from a remedial point of view. Consequently, we see the student as a complex, healthy individual who can and will learn when given sufficient opportunity and information on which to base decisions. We reject the viewpoint that sees students as one-dimensional organisms who only have to have their deficiencies remediated.

Consequently, the departmental goals of identifying and assisting any student who needs assistance is reflective of this philosophy. The developmental approach means that any student in any program can and should be assisted, which includes average and above average students as well as below average students. Therefore, our department's goals and practices are in line with the College's goals "To provide an 'open door' program that is comprehensive in meeting the needs of students. This will encompass meaningful student advisement, a variety of course electives, and effective teaching techniques," (1981 Catalog, p.8) and "to provide cultural, social, and community service programs to meet recognized community needs," (ibid, p.9) and "to offer certificate programs and courses designed to meet specific student goals through less than an associate degree program, including new, advanced, general, specialized, or retraining experiences." (ibid. p.9)

Statement of Specific Departmental Goals in 1981

Departmental Goals	Evidence of Accomplishment
1. Continued improvement and development of the services offered in the PACE program.	1. We expect to keep the number of students in the PACE program at the 60-90 range but to continue to improve on our successes of the last several years. Since the program has begun we have "done better" with students whose backgrounds have been worse. By "done better" we have: a. Had an attrition rate 4% below the college's rate and 12% below the attrition rate for developmenal programs in the state (47% vs 59%). b. Our average PACE student profile indicates that over the program's existence each year, we have atracted students who have been progressively poorer prepared, i.e. the number of years of prior education has decreased, the number with high school diplomas has decreased, the test scores students have has decreased, and the average high school grades have been lower. Meanwhile, we have been able to maintain our success rates, i.e. the percent of students completing PACE has stayed the same. The success rate of completing other college courses has increased, our retention rate has remained stable, and the percent of students who have graduated has increased. We expect to improve on all of the indicators of program success.

Departmental Goals	Evidence of Accomplishment
2. Continued improvement with the services offered by the College Learning Advancement Center.	2. In December of 1977 the Learning Center had 1,834 student contacts. Last year the center had 4,009 contacts by December (over a 140% increase). By December of 1980 the center had contacts with 4,418 students which is a 10% increase over last year. Every department and major in the college from music majors to accounting to nursing majors has received assistance. Success on this objective will be measured by continued favorable student evaluation of our work.
3. To evaluate, improve, and streamline the General Education offerings of the department.	3. With the creation of the Department in the Fall of 1980, came the responsibility for all the G.E.D. course offerings. Previously, several of the departments had minimal oversight of these courses. We expect to evaluate the appropriateness and effectiveness of each of the current offerings and to either eliminate or upgrade these courses. The attainment of this objective will be measured through the actions that are taken regarding these courses, i.e. number eliminated, number revised, and number remaining the same.
4. Increase Developmental Studies course offerings that are presented in a variety of instructional delivery methods, i.e. modular courses, specific skills courses, and basic math/science courses as well as the provision of a needed community service.	4. This objective will be met when such courses are offered by the Developmental Studies Department, and students are enrolled.

Departmental Goals	Evidence of Accomplishment
5. To continue and improve the High School Equivalency Program which has had a positive impact on our part and full-time enrollemnts, as well as the community service.	5. Since 1978 we have secured 100% state funding for this program through a consortium of nine area high schools and the Flint/BOCES center. We have had considerable success when compared to the state average. The state declares a program successful when the program has 15 students attain the diploma per center. In our first year of operation we had 33 students attain their diplomas, while last year we had 42 such students. Attainment of this objective will be measured by similar successful results.
6. To secure 100% funding for a program in English as a second language, for persons who need to develop competency in English for employment and social purposes.	6. We have received numerous requests for assistance in the area of English as a second language. These requests have come from several persons seeking help, from the County Social Services Department, from CETA officials, and various church groups. After a needs assessment, we will attempt to secure funding for a program for the 1981-82 school year from the state.

Course and Program Descriptions

The Developmental Studies Program for Community College of the Finger Lakes was begun in 1974 as a federally funded pilot project designed to assist students needing help with their basic skills. The two primary goals of the program were to identify students who might be expected to have difficult with collegiate work and to provide those students with appropriate educational services that would enable them to be successful in their courses of study. It was hoped that if the major program goals were met that the institutional attrition rate would be lowered and that the general level of instructional quality could be improved.

The results of the first year of the program were summarized in the final grant report as follows:

> Ninety percent of the students enrolled in the P.A.C.E.* program were in the bottom half of their high school classes and had a composite average of C- in academic subjects. Program students had an average improvement of 34 percent in mathematical computation and problem solving; a 59 percent improvement in reading comprehension and speed; and from 89 percent to 96 percent improvement in their attitude toward writing, reading, achievement and self-awareness. Compared to students of similar backgrounds not in the program, P.A.C.E. students had a 50 percent lower attrition rate, attained grade point averages 90 percent higher, and completed 27 percent more of the courses they attempted. (Carter, 1976, p. 21)

Encouraged by the pilot project results, the President of the college created the position of Director of Developmental Studies, which was filled by the project coordinator/innovator in the Fall of 1976.

At that time the Developmental Studies coordinating area consisted of the P.A.C.E. project and the Reading and College Study Skills classes, which served 100 to 120 students. The personnel involved in the program were the director/counselor, one full-time reading instructor and four part-time instructors. The budget totaled $31,000 including personnel and equipment costs. Each of the academic components of the Department of Developmental Studies as it exists today is described as follows:

P.A.C.E. Program

The P.A.C.E. program is a team taught, interdisciplinary, developmental approach designed to develop and improve basic college level skills for academically deficient students. Each student enrolls in the core course (GED 290) for nine credit hours and one or two courses in his/her program of interest. The team taught core course consists of Freshman English I (ENG 101), College Mathematics I (MATH 101), and

College Study Skills (GED 125). Upon completion of the program, students are issued grades for each of the courses in the core. Therefore, a student's transcript would report the credit and grades as if the courses were taken separately. The team-taught approach not only allows for specific subject matter skill development, but it also permits more time for individual student contact by the instructors.

Reading and Study Skills Courses

These courses carry three hours of general elective credit that can be applied to any degree program that has a non-specified or free elective.

Developmental Reading is designed to improve a student's reading rate, comprehension and vocabulary. Study Skills and Efficient Reading is designed to improve the student's ability to take notes from lectures and textbooks, as well as prepare them for various test-taking situations. In both of these courses class size is kept to a maximum of fifteen to allow for a high degree of individualization and student success.

Communication Skills

The Communication Skills course was developed in response to the faculties' request that we improve the general level of writing ability of our students. The course is designed to assist any student who wishes to improve writing skills. The class size is limited to 18 or less students to maximize individualization. The student receives 3 credits of general elective credit if their program allows for general electives.

High School Equivalency

The Department conducts, in conjunction with local school districts and the Board of Cooperative Educational Services, a high school equivalency program. Students receive no college credit for the program. They are all given a pre-test, appropriate instruction, and are referred to the state examination.

The Department also advises students who are taking college credits to be applied toward the attaining of the High School Equivalency program. The courses attempted have to be in one of our degree programs. Students have to attain a "C" or better in each of the courses. They become eligible for the diploma after successful completion of 24 credits.

College Learning Advancement Center

The College Learning Laboratory exists for the purpose of assisting any student with any course they are having difficulty with. The Center's students receive no credit for their activity. During the Fall of 1980, the center had over 4,000 requests for help from students. Requests were from all academic departments and covered almost 85 percent of our courses offered. (See chart)

LEARNING CENTER

Fall 1981 February 27th

	T	A	Total
BUS	135	67	202
CON	62	48	110
CJ	4	2	6
GA	12	7	19
HORT	40	71	111
LA	111	93	204
MATH	101	63	164
MECH	8	5	13
SCI	123	112	235
NUR	59	31	90
SEC	55	20	75
GED	163	9	172
ACCT	35	14	49
PACE	67	23	90
HISTORY	21	34	55
HS	29	27	56
OTHER	351	236	587
TOTAL	1,376	852	2,228

Total contacts	4,002
A.V. Non-Instructional	634
A.V. Instructional	98
HSEq	242
Reading Tutorials	374
Faculty Contacts	87
Informational Non-Instructional	339

T = Tutorial: Any transaction with a student which lasts over 10 minutes and requires the sustained assistance of a Learning Lab professional.

A = Assist: Any transaction with a student which lasts less than 10 minutes and requires the assistance of the Learning Lab professional.

The major difference, aside from the time difference between the two, is that the tutorial usually results in additional time for planning and preparation with the student, while the assist tends to be sporadic.

Other GED Offerings

Courses in Values Clarification, Achievement Motivation and Personal Growth and Development are offered in an effort to deal with the affective educational needs of our students. Value Clarity is required for all Human Services majors, while the Achievement Motivation and Personal Growth courses offer elective credit. All three have been offered to groups of students ranging from C.E.T.A. participants to secondary school teachers, as well as our own students.

Nature and Man is an interdepartmental offering which is team taught by our department and the Conservation Department. It carries either general elective credit for liberal arts students or Conservation credit for their majors. The courses Green Thumbing, General Floriculture, Living Off the Land, and Small Woodlot Management offer general elective credit for those students who desire practical, detailed, and in-depth information and experiences in the horticulture area without scientific and expertise requirements of the usual horticulture courses.

Several of the departmental courses have been designed for specific needs of our service area and have been requested by various agencies in our area such as: Nature and Needs of the Mentally Retarded was requested by both the V.A. Hospital and the Newark Developmental Center; Community Counseling and Organization was requested by the County Social Services Department and by various United Way members, while Teacher Assistant I and II was requested by the various feeder school districts in our area.

Our courses in Introduction to College Chemistry and Introduction to College Physics were designed for students who wanted some background

in these areas either for their own interest or as a first step before taking the Science Department's offerings.

Specific Courses and Objectives

All of the department's offerings have been reviewed and updated with the exception of the following courses which may be dropped at the end of this year:

GED 106 Nature and Needs of the Mentally Retarded

GED 136 Community Counseling and Organization

GED 242 Job Hunting Techniques

The specific course objectives, goals, and descriptions are contained in Appendix A. Each course will be evaluated and updated within the next three years.

Evaluation of Departmental Efforts

Since the Department of Developmental Studies does not award degrees and because the efforts of the department usually takes place in the student's first semester of collegiate work, it is difficult to factor out the significant long term effects of our work. However, it is possible to use the data collected since 1974 to indicate some successes and to show evidence that departmental efforts have been effective for many students.

In general, the data suggests that we have been effective in identifying students who need help and have been effective in providing assistance for those students. Our attrition rates are similar to national sutdies of community college attrition rates for total programs. Our institutional attrition rates have equaled or have been below the general college wide rate.

P.A.C.E. Students Background Survey Data
Spring 1981

Total Number of Students	356
Non-High School Graduate	47%
Composit High School Average	72%
Composit English Average	74%
Composit Math Average	70%
Average Years out of School	7.3 years
Average High School Rank	Bottom 22% of Class

In general, since 1974 the number of P.A.C.E. Students who do not have high school diplomas has increased (from 28% to 47%); the average number of years between high school and college has increased from 4.5 years to 7.3 years, and the average grades and high school ranks have been lower (Rank in 1974-bottom 33% to bottom rank in 1981-22%).

While the student profile indicates an increasing percentage of students who are less prepared than before, our success rates with students have increased over the years. Our measures of success are persistence in school, lower attrition rates, successful graduates and attainment of student goals.

Measures of Success

	1974	1976	1981
Percent still in school or graduated	44%	48%	52.8%
Percent Graduates	Not Apply	9%	14.0%
Percent Students one semester from graduation	Not Apply	3%	10.2%
Attrition Rate	56%	52%	47.2%

The following chart shows the grade point level which was attained by all of the students who have enrolled in the P.A.C.E. program:

Grade Distribution P.A.C.E.
1974-Fall 1980

	0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	# Students
0-15 hrs.	56	34	37	46	173
16-30 hrs.	0	15	36	12	63
31-45 hrs.	0	8	12	12	32
46-60 hrs.	0	9	22	7	38
Graduates	0	3	31	16	50
Totals	56	69	138	93	356

Almost 65 percent of all P.A.C.E. students attained a grade point average of 2.1 (C) or better, while 23 percent of the P.A.C.E. students attained a 3.1 (B) average or better. More than half of the students persisted in school for at least two semesters.

The following chart illustrates the performance of students who have dropped out. We define a student as a dropout if the student has not registered for two consecutive semesters, regardless of the reason for leaving, i.e. transfer, job, etc.

P.A.C.E. Grade Distribution
Dropout Only

Credit Hr. Range	Grade Point Average				
	0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	# Students
0-15 hrs.	38	21	20	7	86
16-30 hrs.	11	10	18	10	49
31-45 hrs.	0	8	12	6	26
46-60 hrs.	0	1	5	2	8
Totals	49	40	55	25	169

Almost 40 percent of the dropout students had averages above a "C". This could be partially because many students counted as dropouts transferred or attained their goal of a high school diploma. Upon review of the data on the 169 dropouts, it was found that 27 students left after attaining their high school diplomas, while 21 students transferred to other colleges, 34 left for employment, while 7 students our of the remaining 88 returned to CCFL.

The following charts show the program interest of all of the P.A.C.E. students from the beginning of the program in 1974 up through the Fall of 1980:

P.A.C.E. Program Survey Totals - Fall 1974-Fall 1980

Total Number of Students	356
Total Number of Degree Recipients	50
Total Number of Dropouts	169
Total Number of High School Diploma-24 Cr. Hr.	27
Total Number Still in College in 2nd Semester	137
Total Number 15 Cr. Hr. or less Needed for Degree	38

P.A.C.E. Programs of Interest

	Total Program	Graduates
24 Credit Hour Program	83	27
Liberal Arts	78	15
Conservation	41	10
Business Administration	36	11
Criminal Justice	30	7
Math/Science	20	4
Secretarial Science	25	4
Horticulture	13	2
Nursing	2	1
Accounting	4	1
Mechanical Technology	4	0
Graphic Arts	8	0
Retailing	4	0
Data Processing	4	0
Certificates	3	1

P.A.C.E. students success with subsequent courses in English and mathematics has been noteworthy. Students who have passed P.A.C.E. English have an 89% passing rate for English II, while students who pass P.A.C.E. mathematics and who take a subsequent mathematics course have a 78% passing rate.

College Learning Laboratory

Student evaluations and the growth in the number of studetns using the Learning Advancement Center are evidence of its success. The center has had an average increase in student contacts of 2,600 for each of the years it has been in operation (since 1977). The following page is the result of an evaluation done in 1979-1980 on

the Learning Center. The survey was sent to 190 students who went to the lab for assistance. Seventy-three of the forms were returned anonymously to the department chairperson.

LEARNING ADVANCEMENT CENTER - Evaluation

To help continue and improve our service, please circle the answer which best reflects your opinion. Please indicate your degree program _____.

1. I visited the Learning Center this semester:
   19 Seldom (1-3 times) 21 Occasionally (4-7 times) 33 Frequently (8 or more times)

2. I came to the Learning Center because of the recommendation of:
   32 Myself 11 Another Student 35 Instructor-teacher

3. I came to the Learning Center for help with: (you may circle more than one)
   32 Research Paper 37 Writing 15 Study Skills 8 Reading 7 Math
   4 Slide/tape program 27 Specific course material 9 Other

4. The Learning Center provided opportunities, in addition to the above, for me to improve my writing and study skills:
   53 Yes 6 No

5. I rate the help I received in the Learning Center as:
   2 Poor 5 Adequate 26 Good 32 Very Good

6. I would come again to the Learning Center for assistance:
   62 Yes 1 No 4 Maybe

7. I will recommend the Learning Center to other students:
   60 Yes 1 No 3 Maybe

8. Muriel Coleman's assistance was: (on duty 8 a.m. to 4 p.m.)
   Not helpful Helpful Very helpful

9. Jane Jones' assistance was: (on duty 1 p.m. to 9 p.m.)
   Not helpful Helpful Very helpful

10. What additional comments or suggestions do you have? Any specific

suggestions to improve the Learning Advancement Center? _____

Questions # 8-10 were shared with Learning Lab personnel.

Please return these forms, unsigned in the envelope provided.

Usage figures for the Center from Fall 1980 to February 1981 continue to reflect growth in the program. Thus far this year over 346 individual students have been served.

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Fall 1980 - February 27, 1981

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The major difference, aside from the time difference between the two, is that the tutorial usually results in additional time for planning and preparation with the student, while the assist tends to be sporadic.

The Learning Center's activities have had wide faculty, student and administrative support. Use of the Center by both faculty and students has increased dramatically over the last three years (100% and 325% respectively). We project nearly 8,000 student and faculty contacts for the 1980-1981 school year which clearly illustrates the collegewide acceptance and perceived effectiveness of the services being offered.

Credit, Grading Trends and Criteria for Enrollment

All departmental offerings have been reviewed and rewritten this spring (81) for the purpose of providing some coherence and consistency in all of the course work offered. The department's developmental coursework has always received special scrutiny, as its offerings not only have had to pass the usual chain of recommendation but have also had to have Presidential and Trustee approval. Consequently, our P.A.C.E., Reading, Study Skills, and Communication Skills courses all have had the approval first of the academic departments, then Curriculum Committee, then the whole faculty and administrative bodies, which has resulted in a wide understanding and appreciation of our efforts by the college community.

Throughout the process of articulating the need for our offerings, the department has steadfastly maintained that our courses should carry college credit. The essence of our argument for the awarding of credit is contained in the following excerpt from a letter I sent to Dr. Cable (Academic Dean) in October 1977, when he

raised the questions of academic credit and collegiate levels of our offerings:

> The Reading and Study Skills courses are developmental in nature and not truly remedial. The difference between developmental and remedial is that a developmental course attempts to improve the student's skills through the use of collegiate level materials, while a remedial course solely attempts to develop a particular skill. The difference may appear to you as being subtle, but it is critical when dealing with adults who have difficulty with learning. Learning theory literature abounds with corroborative principles, i.e. "Significant learning takes place when the subject matter is perceived by the students as having relevance for his own purposes." (C. Rogers, 1969). "Finally, a theory of instruction seeks to take account of the fact that a curriculum reflects not only the nature of knowledge itself but also the nature of the knower and of the knowledge-getting process. It is the enterprise par excellence where the line between subject matter and method grows necessarily indistinct. A body of knowledge, enshrined in a university faculty and embodied in a series of authoritative volumes, is the result of much prior intellectual activity. To instruct someone in these disciplines is not a matter of getting him to commit results to mind. Rather, it is to teach him to participate in the process that makes possible the establishment of knowledge. We teach a subject not to produce little living libraries on the subject, but rather to get a student to think mathematically for himself, to consider matters as a historian does, to take part in the process of knowledge-getting. Knowing is a process, not a product" (J.S. Bruner, 1966). "Courses chart and cover certain terrain. To expect the time required to cross the jungle, a river, or a large mountain to be the same as covering the plain is unrealistic. Unrealistic, too, is the expectation that one can span a river without having a boat or knowing how to swim. To exclude degree credit for courses taken upon entry can be compared to denying the traveler an opportunity to look back with pride on the forging of the jungle and failing to provide provisions which enable the traveler to cover the entire distance.
>
> It appears that colleges are concerned about their own survival more often than they are with the survival of students. That is, more colleges grant

> institutional credit than grant degree credit (they provide credits earned on grade slips but do not necessarily apply these credits toward a degree). From institutional credit the college receives revenue to offset the expense of providing the service but denies this credit to the student in his credit count toward degree attainment. This understandable yet oddly hypocritical position seems to us a sign of transition. The equating of credits earned with learning achieved is a reflection of the deeper problem which has "cheapened" the college degree, produced semiliterates from secondary schools, and created public disenchantment with education. Degrees must begin to reflect the possessors' skills, abilities, and competencies of determining." (J. Roueche and J. Snow, pp. 98-99)

> Clearly, the Developmental Reading course which begins with the student's present ability and which attempts to attain college level skill through the use of collegiate level materials, is meeting the criteria that the competencies are analagous to other college courses, because the end result is that the learner has attained a relevant, useful process through which he/she can attain higher level thinking constructs. My argument for the College Study Skills course is similar with one additional thought. The actual processes and skills of that course are not systematically taught at any level and most certainly they are not taught utilizing college level materials.

In short, we believe that the courses we offer deserve academic credit, because they meet the needs of students, deal with materials and concepts which are "collegiate;" transmit a body of knowledge which is not offered elsewhere; and are as legitimate as any other course offering. Further, the academic level of a course is not determined by the nature of the material taught but is determined on whether the process is at the collegiate level. For in any given section of a course, the nature of the process will demand that the course is simultaneously "remedial" for some, "new" for others, and "old hat" to still others. Therefore, we believe that a college level course is determined by the process which enables a

learner to manipulate symbols into meaning in such a way that the learner is able to pursue further knowledge in that discipline.

Some departmental grading trends were mentioned earlier in this report. Since several of our courses are graded on a pass-fail basis and many other courses are general elective courses rather than required, it is difficult to see any specific trend either toward or away from grade inflation. The only discernible change in our grading practices seems to be a relatively large increase in the number of "I" grades awarded in the last three years (30% higher than 1974-1977). The increase may be due to the following factors:

1. Increased awareness of the need for more time for some students to attain competence with the course material.
2. Availability of the Learning Center for more thorough follow-up with students trying to complete a course.
3. An increase in the number of students who have weaker skills.
4. Increases in the academic demands of the courses.

The Department will review the practice of awarding incompletes and will attempt to reduce the number awarded after consideration of these and other factors.

Since none of the departmental offerings are required, the basic criteria for enrollment is by student determination. However, enrollment in our developmental offerings are recommended to students based upon the following general criteria.

CRITERIA FOR ENROLLMENT

P.A.C.E. Criterion for Invitation

1. R.S.E. below 100.
2. H.S.A. around 75% (2.0) or below.
3. G.P.A. about 2.0, or below, if transfer.
4. Weak average and test scores in English and Math. Below 22 on English Placement Test and/or below 20 on Reading Placement Test.
5. Counselor recommendation for special assistance.
6. Student requested special assistance.
7. Below 350 on C.E.E.B. Series.
8. A.C.T. profiles weak in English and Math.
9. Student expressed fear of being unable to do well.
10. Student has been out of school a number of years.
11. No High School Diploma.
12. Student is very withdrawn or non-verbal or fearful.

The major criterion is that the student determines that he/she has a need for and a desire to be in the program.

College Reading and Study Skills

Students are recommended to participate in the Reading program if their test score on our Reading Placement Test falls below the 25 percentile. Almost one-third of the students sign up for the class on a self-referral basis, because they feel they need help dealing with their college textbooks.

Students enroll in the college Study Skills courses either as a self-referral or on the basis of a recommendation from a faculty member of fellow student.

Communication Skills

Students are recommended into the Communication Skills class if they have a raw score of 20 or less. We have found through a follow-up study that 90 percent of our students testing 20 or below either dropped or failed Freshman English I. Students whose high school transcripts have "D" average grades in English are also referred to Communication Skills by the Admissions Office. About 10 percent of the students select the course because of a perceived need for the course.

Learning Laboratory, High School Equivalency Programs

The Learning Center and the High School Equivalency Programs are totally done on a referral basis, i.e. either by the student, a counselor, a faculty member, or some fellow student.

CRITERIA FOR GRANTING OF CREDIT

P.A.C.E. Program

Since regular English, Math, and Study Skills credit is awarded to the successful student, the same criteria are upheld for the P.A.C.E. courses as are required in the corresponding regular college course. That is successful students in P.A.C.E. English have to write acceptable essays, term papers; successful College Math I students have to have a passing test average; and the successful College Study Skills student has to have completed the required coursework.

Communication Skills

To receive credit the student has to have passed the post-test, turned in acceptable writing assignments and accomplished an acceptable in-class final writing assignment.

Learning Laboratory, High School Equivalency Programs

Success is measured on the specific learning need and goal being met. Since there is no formal credit given for these programs,

there is no criteria for credit granting established.

Academic Advisement

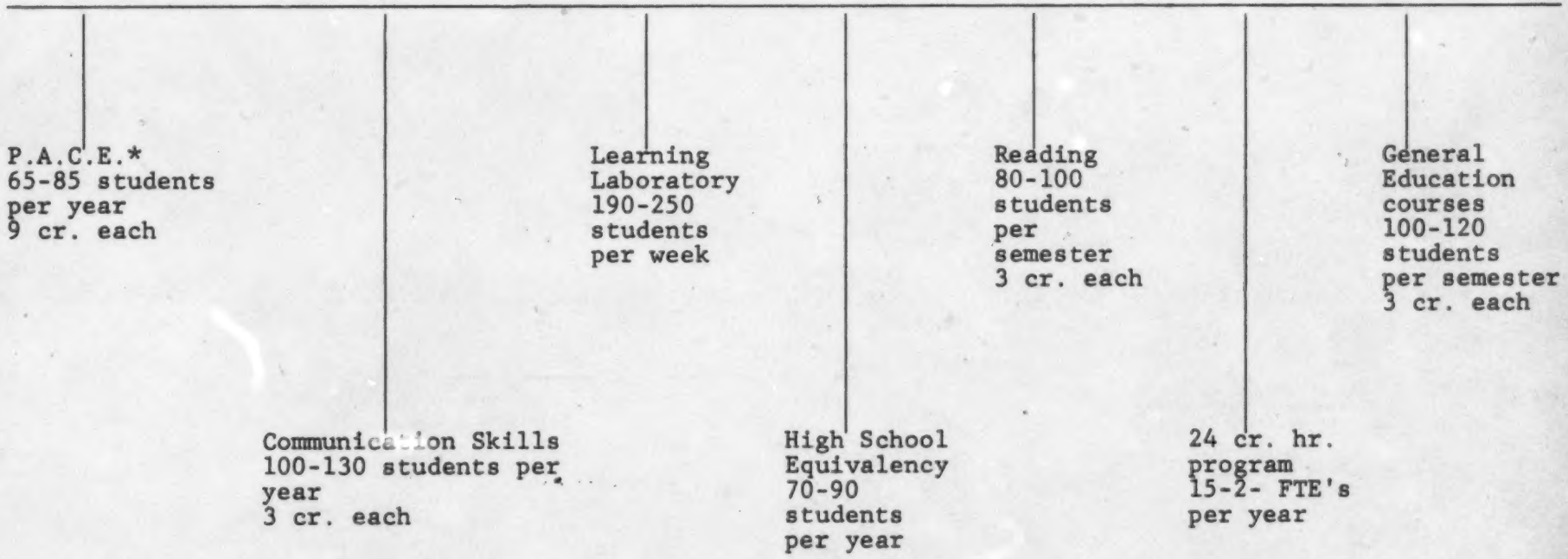
The director/counselor of the department has all of the P.A.C.E. students as his advisees for at least the students' first semester. The rationale for this practice is to provide close contact and consistant advisement for the students in their critical first semester efforts. Once the students are ready to enroll for the second semester, they are encouraged to switch to an adviser in their major area of insterest. Throughout the first semester students are encouraged to participate in advisement activities of their interest areas. In place of midterm grades students have a personal interview with each of the instructors in the P.A.C.E. program. Before the interview students predict the grade they have earned thus far in the semester. During the interview, the instructors indicate their perceptions of the student's work. A similar set of interviews occurs the last week of classes. Every year in the Spring there is a P.A.C.E. picnic where all former and current P.A.C.E. students are together to share experiences and report on their progress of the past year.

Analysis of Departmental Structure

Due to the general nature of our offerings, many of the departmental instructors are from other departments, i.e. most, but not all, of the communications skills classes are taught by the English Department, while departments such as Math/Science, Conservation, and Social Science teach the GED courses related to their areas. Departmental cohesion would be enhanced if several full-time faculty members were added to teach the various offerings. The following chart illustrates the departmental structure:

DEPARTMENT OF DEVELOPMENTAL STUDIES

PROGRAMS



Personalized Approach to
College Education

Personal Developmental Studies

Full-Time	Part-Time
Director/Counselor	Reading/Study Skills
Reading Instructor	P.A.C.E. Math
Learning Lab Specialist	P.A.C.E. English
Learning Lab Specialist	H.S. Equivalency Math
	H.S. Equivalency Reading/English
	Communication Skills (4)
	GED Instructors (8)
4 Full-Time	17 Part-Time (5 1/5 FTE Staff)

Departmental Offerings

Freshman English I (P.A.C.E.)
College Math I (P.A.C.E.)
College Study Skills
Developmental Reading
Speed Reading
Communication Skills
Achievement Motivation
Value Clarity
Introduction to College Chemistry
Teacher Assistant I
Job Hunting Techniques
Introduction to College Physics
H.S. Eq. Math Preparation Class
H.S. Eq. English/Reading Preparation

Future Directions

In the Fall of 1979 a five-year plan for change was developed by the Department. The specific changes recommended are on the following page. We hope that by 1990 the Learning Center will have five full-time professionals who will be able to work in the Center, teach departmental offerings, and be able to do tutorials in reading and mathematics. The longer range direction and plans for the Learning Center are suggested in the attached paper which was presented by the director/chairperson at the American College Personnel Association National Convention in Boston.

Exploratory Semester To provide a semester-long experience for students who are uncertain about their goals. Students will be given a great deal of flexibility in designing their programs. The emphasis of the program would be on making rational life decisions based upon the knowledge gained from the student's semester long career and personal explorations.	The target population is the group of students who graduate from high school, do not plan to go to college and are unemployed. This population has been estimated at 1,498 students (Wayne-Finger Lakes BOCES 1976, Occupational Education Outlook). Thus we would not be competing with other colleges for these students. There would be no additional funding for the program except for advertising and a reordering of priorities for some twelve month personnel.	(1) Students would be given the opportunity, experience and time to make informed life decisions. (2) Students might begin to develop a marketable job skill. (3) Students might discover that education can be enjoyable and worthwhile. (4) At the least, students might be able to know what they do not want to pursue.	Evaluation will be made three times at six month intervals. Written feedback from students and faculty will be solicited. A survey will be taken of what the students are doing in six months after the experience.
Developmental Studies Credit Courses The department would develop, propose, and offer twenty-five to thirty courses for ½ credit hour. The courses would be short in duration, offered throughout the semester, and cover specific skills such as vocabulary, note-taking, outlining, test taking, report writing, math operations, formulas and problems, spelling, punctuation, study skills for specific disciplines, fractions, dimenstional analysis, and research techniques.	By offering specific, short courses, we can still keep the individualization while student and professional time could be used more effectively since the student selects the skill he/she needs. The courses should be more cost effective as the student/faculty ratio for these courses should be higher (i.e. rather than one instructor to fifteen students over the semester, we should be able to have one instructor for twenty students). We could develop ½ credit courses to meet specific needs for special populations (i.e. apprenticeship programs. calculation for nurses, or metrics for mechanics.	(1) Students will be able to select the specific skill they need help with when they need it. (2) Students who discover they are failing a course can switch into a skills course without dropping below full-time or out of school entirely. (3) Students will be able to master the skill quickly, thus enabling them to use the skill in their regular coursework.	(1) Written faculty and student evaluation on the usefulness and effectiveness of instruction will be solicited. (2) The number of students attempting these courses will be recorded. (3) There will be a follow-up study six months after the student has taken the course to see if it was useful for the student. (4) A comaprison of costs and effectiveness of both methods of instruction, traditional and modular, will be conducted.

College Proficiency Certificates The department will develop several certificates each of which will specify the competencies to be attained by the student. Attainment of a certificate will indicate that the student is able to read, write, and compute at a set grade level. It will list the specific competencies the student has attained in the other courses in the cluster. Each cluster will consist of eight courses: Three courses will deal with basic skills and the other five courses will deal with the student's interests.	(1) The college will increase the number of full-time equivalent students. (2) The college would be able to provide a legitimate service to the community by providing training for students who have dropped out of high school or who were unable to meet the requirements of the high school competency test. (3) There would not be any large increase in expenses for the program except in the records office's method of reporting student results.	(1) Students would not be making a long term commitment to a college education. (2) Successful completion of a cluster may result in the granting of a High School Equivalency diploma. (3) Since clusters are geared to interests, student involvement should be high. (4) Students would be more employable as the certificates indicate actual abilities.	(1) Students, faculty and employers will make written evaluations. (2) A survey of employers will be conducted to discover their satisfaction with the accuracy of the certificates in relationship to the students' abilities.
Programmed Credit Courses The department would develop programmed learning courses which would be offered for credit. Courses that are not normally taught in a particular semester could be offered. Courses could be developed that would allow a student to meet prerequisites for a degree program.	(1) Programmed courses are not bound by the usual time, personnel and space requirements of traditional courses. (2) Programmed courses would allow an increase in the number of courses offered without an increase in faculty. (3) After the initial production costs, programmed courses would not require increased expenditures.	(1) Students would be able to work at their own rate. (2) Some students might be able to accelerate the completion of their degree. (3) A student who needs a particular course would not be denied the opportunity due to enrollemnt requirements. (4) Students could take a course when they want or need it rather than in the traditional semester.	(1) Standardized pre-tests and post-tests will be given. (2) Comparisons of end results of traditionally taught courses and programmed courses will be made. (3) Written evaluations by students concerning the usefulness and effectiveness of the courses will be solicited. (4) Comparisons will be made on the cost/effectiveness of the programmed courses and the traditional course.

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